Wellesley College News

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VOL. XXIII. WELLESLEY, MAY 13, 1915. NO. 29.

COLLEGE CALENDAR.

Thursday, May 13. Alternate date for Song Competition.
Friday, May 14. Meetings of Department Clubs.
Saturday, May 15. Society Program Meetings.
Sunday, May 16. Houghton Memorial Chapel.
11.00 A.M. Preacher, Reverend G. Glenn Atkins.
7.00 P.M. Vespers. Special music.
Wednesday, May 19. Christian Association meeting.
7.30 P.M. Billings Hall. Union meeting. Leaders, chairmen of committees. Subject: "Retrospects and Prospects."
Thursday, May 20. Student Government Meeting.
Friday, May 21. Recital by the students in the Department of Elocution.
Saturday, May 22. Tau Zeta Epsilon Studio Reception.
Sunday, May 23. Houghton Memorial Chapel.
11.00 A.M. Preacher, Dr. Elwood Worcester.
Wednesday, May 26. Crew Competition.
Saturday, May 29. Tree Day.

A. A. ELECTIONS.

The following have been elected to offices of the Athletic Association for 1915-16:

President: Adelaide H. Ross, 1916.
Vice-president: Emma Barrett, 1917.
Secretary: Marie Henze, 1918.
Treasurer: Elizabeth P. Maris, 1917.
Custodian: Ruth M. Ilfeld, 1918.

BARNSWALLOW ANNOUNCEMENT PARTY.

On Saturday evening, May 8, occurred the last Barnswallow affair of the year, an announcement party for the new officers of the association. Margaret Garside, after expressing her appreciation for the opportunities she had enjoyed as this year's president, made the announcements as follows:

President: Marjorie Seeley, 1916.
Vice-president: Cora Lee King, 1917.
Treasurer: Grace Keenan, 1917.
Secretary: Beatrice Starr, 1918.

A short speech by Miss Seeley, in which she echoed Ruth Rand's sentiments of the "awful honor," was followed by an old-fashioned Barn vaudeville, featuring as the first act a "Heart Talk" by Miss Charity Snook of Utah, in the person of Helen Holladay. An "All-Star" quartette, composed of Georgia Titcomb, Edith Winter, Ruth Cummings and Ruth Banning, rendered in various keys such appropriate selections as "Sweet Miss Seeley" and "Just a Song to Freshmen." Martha Jane Judson, as Uncle Josh, related her experiences in New York in the true manner of the Victor's hayseed. The vaudeville closed with a clever scene between Lucie Taussig, as a manicurist, and our renowned Wellesley Englishman, Carrie Travers.

The remainder of the evening was spent in dancing. A rollicking Paul Jones ended very fittingly the last Barnswallow frolic of 1914-1915.

ORCHESTRA CONCERT.

Friday evening, May 7, in Billings Hall, the Wellesley College Symphony Orchestra gave its ninth annual concert. The orchestra worked together finely, showing splendid training as well as much individual talent and good mastery of technique. The program began with a march from a symphony by Raff. This moved with a good swing, and was an excellent contrast to the slower moving Schubert Symphony which followed. This symphony was the most elaborate number on the program and the orchestra played it in a manner

ADELAIDE HELEN ROSS
President of the Athletic Association, 1915-1916

MARJORIE E. SEELEY
President of Barnswallows, 1915-1916

which would have done credit to professionals. The second part of the program began with a group of charming songs by Miss Katherine Diehl. Her voice was rich and sweet and her choice of songs varied. The climax of this part of the program was reached in Handel's Largo, in which Miss Margaret Prall's violin solo was especially deserving of praise.

The program is as follows:

I. March from Symphony, No. 5 (Leonore), Raff
II. Symphony, No. 8 in B minor (Unfinished), Schubert
"Allegro moderato."
"Andante con noto."
Intermission.
III. Songs.
Shanson Indoue (from The Legend "Ladko") Rimsky-Korsakow
"Love Me if I Live," Arthur Foote
Vissi d'arte, vissi d'amore (aria from "Tosca") Giacomo Puccini
IV. Le Cygne, Saint-Saens
Extase, Ganne
Largo, Handel
V. Overture "Rosamunde," Schubert

THE ORCHESTRA.

First Violins: Ed. Louise Ballman, 1916, Esther Carl, 1917, Clarissa Closter, 1915, Harriet Flagg, 1917, Evelyn Gough, 1914, Margaret Prall, 1915, Norah Robinson, 1916, Gladys Woodward, 1916.

Second Violins: Minnie Brewer, 1917, Rachel Clark, 1916, Mary Hattie, Sp., Charlotte Messenger, Sp., Marguerite Nichols, 1917, Ruth Peck, 1915, Jean Stimets, Sp.

Violas: Hermoine Barker, 1917, Helen Lyon, 1918.
'Cello: Edith Ayres, 1914.
Bass: Mr. H. C. Macdougall.
Harp: Charlotte C. Merrell, 1915.
Piano: Dorothy Mills, Sp.
Organ: Miss Gertrude Streeter.

The orchestra was assisted by
Violin: Miss Irma Clarke.
Flute: Mr. K. M. Blake.
Oboe: Mr. C. Bullard.
Clarinet: Mr. N. Forlani.
French Horn: Mr. A. Gilcher.
'Cello: Mr. L. Dalbeck.
Bass: Mr. C. C. Samuels.

SONG COMPETITION.

The evening of May 11, when all the classes assembled at 7.30, in front of the chapel for song competition, was certainly Senior night. The Seniors were the first to take possession of the steps. We all knew that 1915 could sing; but we realized as never before how very well she could sing. "To Spring" and "America the Beautiful" were rendered with such precision and delicacy of tone shading that we were truly moved to admiration. "Fancy, Fact and Fad" found an appreciative and delighted audience. In the bustle that ensued as 1916 moved up to take 1915's place we had time to turn our attention to Professor Hammond from Mount Holyoke, who, sitting with Professor Macdougall in Mr. Perkins' familiar brown car, "held the fates in his hands."

1916's "Song of Days" awoke memories and evoked many a smile by its clever "hits." The rhythm and swing of the music were particularly good. 1918's competition song of the "Wellesley A B C's showed that 1918 is worthy of her fine Freshman reputation. 1918's singing showed excellent promise. Its volume was especially good. 1917 took us around campus with the "confidential guide," who revealed the peculiar attractions of our various abodes. Then "Wellesley's daughters" all joined in singing to "Alma Mater."

The decision of Professor Hammond gave first place to 1915, not only for her singing but also for her song. The cheers given "Dickey" Griffin and the composers of the song, Ruth Pierce, Dorothy Huggins, Marguerite Whitmarsh, Clara Lilley and Margaret Ayes, and the writer of the music, Ethylene Mather, were hearty. And song competition concluded, as all Wellesley singing should, with "Alma Mater" and "Tra la la."

ALPHA KAPPA CHI PROGRAM MEETING.

Paper, "The Function of the Greek Chorus in Euripides,".....Margaret Norton
Scenes from Euripides' "Iphigenia in Tauris."
Iphigenia.....Eleanor Boyer
Orestes.....Hilda Larrabee
Pylades.....Myrtle Chase
King Thoas.....Adelaide Ross
Messenger.....Elizabeth Van Orden
Athena.....Marian Locke
Chorus.....Ruth Kittenger

Board of Editors

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Marguerite Samuels, 1916, *Associate Editor*

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Hazel Pearson, 1916 — Kate Van Eaton, 1916
Rachel Brown, 1917 — Mary E. Childs, 1917
Helen Mac Millin, 1917 — Marjorie Turner, 1917
Dorothy S. Greene, 1918

Graduate Department

Elizabeth W. Manwaring, *Editor*
Cazenove Hall, Wellesley, Mass.

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Ruth Chapin, 1915, *Manager*
Ruth Miner, 1916, *Assistant*
Adele Martin, 1915, *Subscription Editor*
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ACCORDING TO OUR LIGHT.

Now that the end of the College year is almost in sight, "finals" are looming large on the horizon; quizzes and papers are becoming unduly burdensome. And at the same time we hear, as never before, the newly-awakened call of the out-of-doors, we feel the insistent charm of the lake, and the half-shadowed woodsy paths. If we follow the dictates of our academic consciences, a longing that will not be stilled disturbs our intellectual pursuits, while if we try to throw duty to the winds, the pleasure is none the less uneasy. If we are ordinary mortals, we fluctuate between the two extremes of long periods of lazy floating on the lake, and feverish days of intensive study. But are we, of necessity, ordinary? When we look about us, we behold many a one who, merely by her serious and whole-souled efforts, rebukes us. Surely such as she are not of common clay. And yet they seem to be much like the rest of us. Whence then comes their high courage, their consistent purpose? That is a question for great philosophers, and yet we, having been blessed by the gods with a certain degree of discrimination, undertake to make reply: From within. "High courage" and "consistent purpose" are only rhetorical synonyms for "will." If we would be of the elect—by which we mean, of those who enjoy the sweetness of work accomplished—we must correlate our energies, organize our efforts, and go to work with a will. And what does this involve?

Some of us have an unreasoning fear that serious academic work involves a sort of setting of one's self apart, a dedication, as it were, to the goddess of wisdom, a sacrifice of all else. This fear is not prevalent, and is doubtless never expressed as such, when it does exist, but it seems to us that some fear closely akin to this is at the basis of much of our procrastination, and may account, in part, for the popular attitude towards things academic. We are not afraid of work, nor do we really dislike it. Very likely most of us who are here have cherished, at one time or another, the belief that intellectual work is quite worth while, and even pleasantly exciting. But we are not in the habit of applying our will-power to our daily lives, and the result is a public disparagement of honest, hard, intellectual labor. If we did a little more of it, perhaps it would attain a position of higher repute that it possesses at present, and we cannot doubt that we would be enriched and strengthened in the process. Nor is it necessary to give up friendly relations and picnic-parties, altogether. The time given to them might be slightly reduced, but we would be so much better company, as a result of earnest endeavor, that our friends would agree that the superior quality of our intercourse made up for the reduced quantity thereof.

We talk a great deal about "culture" and "high ideals." Can't we, according to the degree of our enlightenment, try to live lives of more genuine intellectual culture and more real idealism, by putting our beliefs into practical use?

CRITICISM VERSUS FAULTFINDING.

The subject of Criticism has occupied many of the thinking minds of past and of the present generations. Apparently the same subject is also occupying many of the unthinking minds of the present age, and particularly of that part of the age directly about us. "College girls criticize so much!" remarked an elderly lady the other day, and we who heard her blushed a bit and silently acquiesced. No one of us cares to be termed "critical." It is an unpardonable epithet applied to ourselves, and the last word in scorn applied to our neighbors. And yet Criticism has played a most important role in the development of our literature. But the paradox is not inexplicable.

Matthew Arnold in his Essays in Criticism solves the problem for us. "To see the object as it really is," he tells us, "and to make the best ideas prevail," is what Criticism really is. "To see the object as it really is"—is that the purpose of our careless, unthinking, irrational faultfinding, which we grace with the title Criticism? Are we honestly attempting to find the real bed-rock foundation when we view our neighbors with analytically half-closed eyes and pronounce the verdict: "She is so insincere," or "I don't like her attitude," or any of those petty little remarks which fall so easily here and there in our everyday conversation? What is our object in aggrievedly remarking that "I don't see why the New Administration Building wasn't placed on College Hall hill," and "I think that rule is worthless anyway." But few of us could answer with Matthew Arnold.

There are few things more enlightening and helpful to our general welfare than sane, intelligent discussion. We all recognize the inestimable value of viewing a question from all sides and hearing all opinions on the subject; and if our Criticism took this form, there would be no need for us to blush when we are tagged "critical" by those who, like the elderly lady, have come in contact with our habit. Unfortunately, however, it is seldom that we find a group of girls who are interested enough in their own criticism to probe the question any deeper than the mere faultfinding statement. And this is only a proof of the futility of such a habit. What good are we doing ourselves or our neighbors when we say, "Oh, well, everyone knows she doesn't take any interest in class affairs," and thus summarily dismiss the object of our scorn. It is our natural propensity for "just talking" which leads us to voice our ideas the moment they are half-formed? Given a chance to develop, this newly arisen idea might be entirely changed—might be influenced by a very different point of view, which would be of some real value; but our anxiety to let the world know that we have a thought, however trivial, fixes on us this faultfinding attitude which has become so general and so unecessary.

An effort on our part "to make the best ideas prevail" might put an end to this tenacious habit, and thoughtful conversation would surely help bring about a better state of affairs than that which we insist on criticising.

FREE PRESS.

I.

HERETICS AND HEARING.

Two girls in a room talk—in natural, out-loud voices, to be sure, yet in ladylike tones; they are "sh'd." Margaret passes Peggie in the corridor, and breathes a good-night; she is "sh'd." In almost every case, the "sh-er" makes more noise.

And now for the moral of our fable. The woman's college stands accused, among other charges, of artificiality, of fostering abnormal relations that never exist in the "real world." Too often, the college graduate must readjust her ideas of living in a community, must realize anew her rights, and the rights of others. Many of us feel that this accusation is well-founded in at least one instance—that of noise. Let "library quiet" reign in the library—that is the place for it; and let the dormitories be as quiet as they can be, without tension, but pray look at the matter sanely. "I can't study if any noise is going on," you fret. Yet you expect to be a secretary, or a teacher, or a journalist, when you leave college. If you work in the office of the editor of the home NEWS, think you the estimable Mr. Editor is going to "sh" every time the office-boy comes in, in order that the flow of your valuable ideas may not be dammed? Well, if you can't think while Margaret says good-night to Peggie, you may find it difficult to concentrate while the telephone is ringing constantly, flocks of typewriters are clicking, and the stock-exchange reports are ticking off. Our "fuzzy feminine intellects" need, not shielding, but a good sound drill in concentration.

Another point: in men's dormitories, there are no quiet rules. Musical instruments may be—and are—played any hour. Yet I believe that the studiously-inclined of Yale and Harvard reach Phi Beta Kappa as soon as we.

This isn't a plea for holding forums in every room, nor for having song-practices in the corridors. It is a plea for sanity and a recovery from the hypersensitiveness that reigns at present.

1916.

II.

BUT ANOTHER ASPECT.

Have you ever gone to chapel in the morning five minutes early, with the wild hope of at last finding one quiet spot in which to get a few thoughts "thunk out?" And has your hope ever matured? Perhaps it is my own fault that mine never has. Still I often have a fleeting thought that the time before our chapel service begins is like that in a theatre before the curtain goes up. Two girls behind me are discussing elections, two in front of me are wondering which is least prepared for a coming quiz. There is a buzz of voices all around until the organ plays.

And as for after chapel, one would think we had not seen each other for many long years judging from the social gathering which commences with the procession of Seniors discussing daily topics all the way down the aisle, and culminates in a high-pitched, jostling mob in the vestibule. This is not a criticism of morning chapel alone, for Sunday vespers have been spoiled for a great many by the incessant talking, which unfortunately, in this case, goes on not only before and after, but all through the service. Would it not be more conducive to sincere and concentrated worship if our chapel were rid of absolutely all talking?

D. W. 1915

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LECTURE ON NEO-REALISM.

At 8.30, Tuesday night, May 4, Professor Perry of Harvard gave a lecture on Neo-Realism in which he outlined the position taken by Neo-Realism as opposed to Idealism. There are, he said, various kinds of Realism, some differing more from Idealism than others. But the basis of any system of Realism is the Theory of Independence. This is a very important doctrine, because it determines the place of the human being in the universe as merely an observer, and in no wise a creator, of objects, for this Theory of Independence is the theory that what is known is independent of the act of knowing it. Most, but not all, contemporary realists accept the second of the five theses (all of which Professor Perry accepts), namely, the doctrine of Platonic Realism. That is, they believe that universals,—principles,—exist in their own right, analagous in a sense to things of the physical world. Thus both mind and sense are conceived by the Realist as receptive. The third thesis is the Eternal Theory of Relations. That is, a theory to the effect that there are relations, as opposed to the view which either destroys relations altogether or transmutes them into something else. The reasons for accepting this doctrine are logical, metaphysical and epistemological. Symmetrical relations, Realists hold, can be explained logically only in accordance with this view. The metaphysical reason is to escape monism and monadism. In the epistemological realm, the Theory of Independence involves this theory also. Moreover, this theory gives the hopeful possibility of knowing a little about everything.

The fourth doctrine, which is the subject of much disagreement among Realists, Professor Perry called Epistemological Monism, or Presentationism. According to this doctrine, there is no such thing as "mental state." It abandons the notion of the transcendency of the real, and maintains that the thing which is to be known appears directly to the mind. Like Idealism, it rejects the notion of the existence of distinct mental and external reality. It insists on the conjunction of mind and reality and, unlike Idealism, holds that this conjunction is accidental as far as the object is concerned. And yet, it does not disregard the view that knowledge is sometimes representative.

The fifth thesis presented by Professor Perry is one that distinguishes American Realists from the European schools. It is the Relational Theory of Consciousness. That is, American Realists maintain that consciousness consists in some sort of an arrangement of terms, but not in any peculiar or inherent quality in the terms themselves. The kind of consciousness is thus dependent on the organization of the terms. The test of this Relational Theory is whether the subject can ever become object, and according to Realists, it can.

THE COLLEGE GRADUATE IN THE PRIVATE SCHOOL.

In Billings Hall, at four-thirty, on Thursday afternoon, May 6, an interesting talk was given by Miss Bigelow, one of the principals of the Walnut Hill School for girls at Natick, where she has actually tested her theories concerning the "College Graduate in the Private School." While any pecuniary advantage to a teacher was not mentioned, the private school does give a teacher opportunity to put her own ideas into practise, since it is the purpose of the private school to furnish a training adapted to individual needs. She also has a greater responsibility than a public school teacher, as both ideals of thought and of conduct must be developed in her pupils. To create the right sort of atmosphere in which to mold plastic personalities, the private school needs the college graduate, inexperienced and young though she may be. The students feel that she can sympathize more keenly with their perplexities, and in this way the graduate forms the connecting link between the older faculty and the girls. Besides being sympathetic, she must be well-educated, cheerful, impartial and generous, to be qualified for the position of boarding-school instructor. Her religious faith also, must be strong, and above all she must be consecrated to service, for by service her success is measured.

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SUFFRAGE LEAGUE MEETING.

The College Chapter of the Equal Suffrage League will hold its last meeting of the year at the Tau Zeta Epsilon House, on Friday evening, May 21, at 7.30 o'clock. After the annual business meeting for the election of officers, the league will be addressed by Mrs. Lewis Johnson of Cambridge, on organization and methods of work in this year's campaign states: New York, New Jersey, Pennsylvania and Massachusetts. All members of the College, as well as those especially interested in the summer work in the above-mentioned states, are cordially invited to be present.

GLEE HASTINGS, President.

1916 LEGENDA BOARD.

Literary Editors: Alice Phillips. Phyllis Bigelow. Charlotte Evans.

Assistant Art Editors: Mary Elliot. Sara Snell. Helen Gehris.

Assistant Business Manager, Ruth Balderston, 1917.

1917 SILVER BAY DELEGATE.

1917 has elected Margaret Babcock as its Silver Bay Delegate.

DEATH.

There died in Chicago, on May 9, O. Marion Cleveland, of the class of 1918, the sister of Eleanor Cleveland, 1915.

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CAMPUS NOTES.

THE NEW BUILDING

For the sake of the Alumnæ, let us report progress on the new building. Five floors are up, trimmings and all, and the roofing-in is commenced on the wing toward the G. L. R. Hopeful students announce, with pride, that they have "been up three flights," and picked out their rooms for next year. The view of the lake from the double windows is enchanting—and, of course, everybody has picked out a room with a lake view. Great excitement prevails when someone rushes in to luncheon, crying, "I saw the elevator-shaft for the building," or "a load of radiators just went up."

THE ALEXANDRA GARDENS.

One of the joys of the Campus just now, is the court of the Quadrangle. Golden forsythia banks against the walls of the buildings, hyacinths, jonquils, tulips and pansies, border the beds and play "ring-around-a-rosy" about the evergreen bushes. Springtime in the Quadrangle will be a consolation for those who cannot live in the new building next year.

SUMMER MILLINERY

LEGHORNS, HAIR HATS; SAILORS, POQUES AND TURBANS IN LISERET. STUNNING WINGS AND SMART RIBBON BOWS.

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COMPETITION SONGS.

1915.

(This Song Won the Prize.)

Why do we rush to center to cheer the same old cheer,
Wear head ache bands, and fancy spats, and harem veils this year?
Why do we go canoeing with a simple Harvard lad?
It isn't that we like them—but it's fad, fad, fad.

Let breakfast hour begin at nine, our classes start at ten,
The mailman come at six o'clock, and every hour from then.
No Sunday rules! No quiet hours! All lectures and no themes!
Alas, this is but fancy, 'tis the Wellesley of our dreams.

E does not stand for excellent, nor G for good, alas!
And poor folks on probation cannot go to Boston, Mass.
To judge in competition too—requires a lot of tact,
The very worst of all this is, it's fact, fact, fact.

Chorus.

Our College world's divided up like Gaul into three parts,
There's fad and fact and fancy each tugging at our hearts.
Oh, we'll tell you the secret of our Wellesley's fascination,
'Tis the magic combination of Fancy, Fact and Fad.

1916.

When Father Time calls in the days,
At the end of College year,
The Special Days all strut along,
And boast of triumphs here.
The every days slink in behind
And try not to be seen.
When Father Time asks, "Who are you?"
They cry, "We intervene."

Chorus.

For it's May Day, Pay Day, Holidays all,
Of them we've often boasted.
But the plain little, game little, any day at all,
Never, never, has been recognized or toasted.

The Special Days come dressed in white
And some in rosy hue.
They're Field Day, Tree Day, Glee Club Day,
And competition too.
And then there come those dressed in grey,
All sneaking in between,
They win but scorn and silence drear,
How sad to intervene.

Then slowly treads a famous host,
With solemn, awful gaze.
They wear blue books and busy signs,—
Examination days.
But dull days follow swiftly on
With faces long and lean.
Oh! here's to Wellesley Labor Days,
The days that intervene.

1917.

The Confidential Guide.

Since now the vital question is, "Oh, where shall we reside?"
We here present for the use of all this "confidential guide."
Perhaps this year you had to live wherever you were sent,
But next year you may take your choice of a College Settlement.

In Stone so neatly monogramed there are rooms of giant size,
The beds have slats that are most perverse, the rugs quite blind your eyes;
The waiters dumb make plenty of noise, the lift may lose its way,
If hoary age appeals to you, Stone is the place to stay.

The Lake House windows barred so fast, shut out the light of day,
But this objection is overruled by the view of the "Little Cafe."
Its height's an advantage, don't you see, for, in case of a fire or two,
The third floor's only one flight from the ground, "Safety First" is the watchward new

Is this a factory that shines with many-windowed glow,
That vibrates with machinery? A factory? Oh, no!
It is the Quad, that was our pride before new College Hall,
But if the trains keep shaking it, our pride will have a fall.

Our palace carved with concrete forms, the architect's despair,
Is sliding off of College Hill to crush the class trees there.
The food will be carried underground and cooked without a fire,
Mail chutes and life-sized mirrors, oh! what more could one desire?

The Hill's the part of Wellesley to culture most addicted,
For Wood and Freeman highbrows, cool showers are predicted.
Beyond the Hill and a mile away from everything else is Fiske,
At the very edge of our Campus, and the very end of our list.

1918.

The A B C of Wellesley.

1st Verse and Chorus.

Tho' you talk of Trigonometry and Spherical Geometry,
Of Gym. and Lab. and Chemistry, of Zo and Kappa Keys,
Of the social life of College, of the way to get more Knowledge,
These are merely minor details of our Wellesley A B C's.

2nd Verse.

A stands for Athletics,—tennis, basket-ball and crew,
For training rules, and call-outs every day,
For hard-fought cups and trophies, for W's in blue,
For team-work and the spirit of fair-play.

3rd Verse.

B denotes that organ which in Wellesley atmosphere,
Develops to a most prodigious size.
'Tis to cultivate our minds that we're sojourning here;
So B is for the Brains that students prize.

4th Verse.

Athletics and brain culture seem only at their best
When viewed in comradeship's glad golden haze;
C represents a phase more precious far than all the rest,
For C connotes our Chums of College days.

LECTURE ON GREEK DRAMA.

On Monday evening, May 10, in the Art Lecture Room, Mr. Will Hutchins, stage manager for Mr. Granville Barker, gave a most interesting and instructive lecture on "Modern Presentation of Greek Drama."

Mr. Hutchins, who has studied the Greek drama as an art form, said that this drama is the most highly organized art form which the world has ever produced; and this is due to the fact that it had its roots embedded in reality, for it was a religious institution. The spontaneous song and dance, in which the Greek drama originated, soon divided itself into two elements:—the play element and the choregic element. The Greek chorus represents one of the most difficult problems in modern presentation, because of its origin—the spontaneous singing and dancing. Mr. Barker is attempting to solve the problem by having the chorus chant in unison; and this is most difficult because of the complicated metrical system. The difficulty is one which has to be met, however, for in Æschylus two-thirds of the drama is chorus, and he is practically modern. A second difficulty is the messenger speech which seems to be an attempt to produce unity of place; but since as late as the fifth century epic recitation was still common, such speeches are not violation of experience, but the natural thing.

The Greek theater was built on the slope of a hill, and the altar stood in the exact geometric center of the orchestra circle. The stage, which Mr. Hutchins said was "an afterthought," was approached by steps on either side and must have three doors in the background. The scenery consisted in a temporary background painted with a symbolistic design, which, as a rule, was architectural; but the Greeks also had two devices for changing the scene when necessary. The first was a revolving three-sided post with a different scene on each side; and the second, the movable platform stage from which our present movable stage is a development. The stage, which was very shallow, was formed in large mass and great proportions; and it was not until the Roman period that a roof and curtain were introduced. It is interesting to note the relation between the Chinese and Greek play. The Chinese chorus stands behind the actors, but it still keeps the overhead stage for the God as the Greek play had. Mr. Barker's stage, which also uses the three doors and the gods' platform, is one hundred feet long and thirty feet deep, but only fifteen feet of depth is used in the operation of the play.

(Continued on page 5)

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SOME QUESTIONS WE HAVE ASKED OURSELVES.

As, on these balmy spring days, they are answered by scientific investigation.

I. Is a knowledge of history essential to the girl who wishes to become an intelligent observer of, or a valuable participant in, the political events of the day?

Investigation answers this question by reproducing here the train of thought suggested to the mind of the student at the mention by the professor of King Henry VIII.

"Picture of aforesaid gentleman in Andrews—corpulence—intake of excessive amount of calories—food of great calorific value—carbohydrates—sugar—candy—Huyler's—Saturday night—Jack!!!"

Just here the thought became so inarticulate that it was impossible to trace it further.

II. Is an understanding of English literature essential to true culture?

To answer this question in a similar manner, we turn to a class in Literature I. The instructor has just made the remark that, after having surfeited on the richness of Milton's philosophy, we find with relief in Dryden's work "all the crispness of a cracker." Immediately this imaginative student mind sets to work.

"Cracker—cheese and jam—Saturday luncheon—RUSH—pack—no suit-case—hand bag too small—?—borrow Marian's—new rose evening gown—red party cape—horrors!—?—Catherine's new black evening cloak—2.02 train—Cambridge—D. U. dance—Jack!

Here the consternation and despair of the student became so great that no more definite associations could be recorded.

III. Does the study of mathematics tend to make logical the "fuzzy feminine intellect?"

Again a train of associations seems to furnish a conclusive reply. The instigation of the following line of thought was a class discussion concerning the "degree" of a quadratic.

"Degree—whew!—Room 13, Ad. building, 98° F.—cool, shady Lake Waban—canoe—cushions, candy, and the Cosmo—excellent view of the crews—no 1918 Crew Song"—

(Here the student seizes a pencil and after a few moments of profound thought, writes,—

"Slipping o'er the lake so blue,
Nineteen-eighteen's true to you,
- - - - - - - - - - - - - - - boat
- - - - - - - - - - - - - - - float.")

"—float—hm, Float—guests—Jack!"

Suggestions for Relieving the Strain of Work During the Next Few Weeks.

1. Get those final papers postponed until next September.

2. Ask your instructors to give you cuts when your social schedule interferes with the academic.

3. Change your examination schedule to suit your convenience.

4. If you have more examinations than you care to take, drop a course.

A Word of Advice to Seniors Who Expect to Flunk a Course.

Begin now to tell all your underclass friends that you will see them again next fall when you come back to visit. Then if you do, they will ask no embarrassing questions.

L'ALLEGRO.

Why so stiff and lame, my novice?
Prithee, why so lame?
Will, when running swift will win the race,
Yours be the victor's name?
Prithee, why so lame?

TALE OF A TUB.

Why so hoarse and silent, cox'n?
Prithee, why so hoarse?
Will, when megaphones can't guide them,
Silence steer their course?
Prithee, why so hoarse?

RELIGIO MEDICI.

Come, come to their aid! good doctor;
Bandage up their wounds.
If plasters, balms and lotions will not succor;
Heed not their wailing tunes,
See yonder where the tube-rose blooms!

HARK, HARK!

Hark, hark! the lark at heaven's gate sings
The student gins arise,
And all too soon the warning bell rings
For one who longer lies,
And drowsy girls do all begin
To ope their sleepy eyes.
Hear that loud bell that clanging is,
Oh maidens sweet, arise!
Arise, arise!

(Continued from page 4)

Because of the distance from the audience, the Greek actor increased his height by buskins and an immense head piece; and to change his expression, he changed the mask which he wore. Mr. Hutchins concluded his lecture with a brief sketch of "The Trojan Women," which he considers the most poignant scene in Greek drama.

DR. G. GLENN ATKINS.

Do you know that the first prize of $1,000, offered by the Carnegie Church Peace Union for a peace essay, was awarded to the "Rev. Dr. Gains Glenn Atkins," who is to speak to us on Sunday? For a synopsis of his essay, you may see page six of the New York Times for Monday, 3 May. Dr. Atkins argues that all wars are brought about by aggression. He says that the " braver man turns the other cheek."

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DR. POTTER.

Dr. Rockwell Harmon Potter, of Hartford, Conn., preached on "The Challenge of Christianity," at the morning service, May 9. People have a way of turning to Christianity,—its churches and its ministers to demand an explanation of the God whose world rings with war, and mourns after great earthquakes and sea disasters. The church cannot explain them, for that would mean justifying the "God of things as they are." Christ, the representative of the "God of things as they ought to be," challenged the world in its imperfection,—nature, religion, politics, economic and social problems. He did not aim to set aside or overcome the laws of nature, but to adapt man's lives to them. Christ did not bring religion. He challenged existing religions. Likewise, our missionaries do not take religion to India or China, for it already exists in its own form there; but they work to reform it, to substitute for its dullness and stupor the light of Christian ideals.

We must beware of a "religion that makes us comfortable," and "hymns that soothe us." They indicate the loss of love, the "dynamite of society." Love is revolutionary. Without it the work toward the kingdom of brotherhood stagnates; by its power the will of the "God of things as they ought to be" rules over all, bringing all under His subjection.

VESPERS, MAY 9.

Bishop Lawrence in a brief address at Vespers on Sunday evening, reminded his hearers how very responsive Christian character is to a desire for growth. He likened humanity to the trees and plants that grow in an Oriental garden. As some plants refuse to bear fruit, so some characters seek to evade their opportunities and responsibilities. Such a weakness may be due to heredity and we must therefore realize more deeply our responsibility in shaping the characters to come. Another kind of character is the formal, uninteresting type, which is scrupulous to give, but only gives in exact return for what is received. The good character is like the vine that is eager to grow in spite of all hindrances; not money, but sympathy, hopefulness, generosity and self-sacrifice produce a beautiful and gracious nature, most similar to that of God. If He found joy in sacrificing His dearly beloved Son for the comfort and help of humanity, we can at least show our gratitude by being like Joseph, "a fruitful bough, a fruitful bough by a fountain; his branches run over the wall."

CHRISTIAN ASSOCIATION.

Campus Meeting.

We heard about "Summer Vacation Opportunities" at the campus meeting in Billings Hall, May 5. Caroline Taylor, '15, spoke about camps for working girls, organized, as is "Treasure Island," to give a healthy two-weeks' change to girls who work throughout the year. College girls, to be leaders of such camps, must be self-confident, somewhat athletic, and alive to opportunities to unify the campers, and to teach them co-operation with each other.

"Camp-Fire Girls" was Mary Paine's, '15, subject. The purposes, to stimulate healthy activity, and to organize daily life, are coined in the watchword "Wohelo," work, health, love. Now is the time to join some camp-fire group as a girl, to work for the name "woodgatherer" "firemaker," or "torchbearer," so that later, as a guardian, one can sympathize more closely with the desires and attainments of the girls.

Ella Hill, '16, spoke of the results of work in Daily Vacation Bible Schools, where, for six weeks, between certain hours, children of all ages come together for music, Bible study of every interesting kind, and industrial work. Any individual thought put into these will surely be repaid.

Miss Streibert told us briefly of the "Eight-week Clubs," easily organized in country communities. Sunday-school work offers another opportunity during the summer for the exercise of ingenuity, and for a study of human nature of a totally different type from that at college.

Village Meeting.

"The Practice of the Presence of God" was the subject of the service at St. Andrew's, Wednesday evening, May 5. Margaret Howe, 1918, was the first speaker. She said that in order to live for others we must first find ourselves, and recognize that the very best spirit in us is the Holy Spirit, which is love. We must seek love, for "God is love," and by looking for the best in everything, we may find God in nature, or in the beautiful characters we come into contact with. Inspired by love, our services will be the greatest possible.

The universality of God was emphasized by Virginia Alcock, 1918. He is with us always and ready to help,—a living, personal God. If we trust in Him we may have a calm assurance that what we do is right. Such a faith is tested by service to others; if it is lacking, it may be obtained by desiring it greatly and earnestly praying for it.

PEACE DAY.

Tuesday, May 18, is Peace Day. On that day Wellesley will have one more chance to buy Peace pins and to declare on the side of peace. Now, as never before, a strong public opinion is needed in the United States, and it is the educated classes which mould public opinion. Think over the question seriously, and make Peace Day mark the epoch in your life when you join the cause of peace.

LOST FIELD GLASSES.

Will the one who has the Observatory Field Glasses kindly return them at once or report. They are marked in white with Observatory.

AT THE THEATERS.

Cort: Edward Ables in "The Last Laugh."
Wilbur: "A Pair of Sixes." (20th week.)
Shubert: "The Revolt," last week.
Jordan Hall: Harold Bauer and Ossip Gabrilowitsch in joint piano recital, May 15, at 3 P.M.
Harvard Stadium: Lillah McCarthy. Granville Barker will present "The Iphigenia in Tauris," May 18, at 5 P.M., and "The Trojan Women of Euripides, May 19, at 5 P.M.
Castle Square: Craig Players in "Maggie Pepper."
Park: Mary Pickford in "Fanchion the Cricket."
Tremont: "The Birth of a Nation," moving-picture.

MAY DAY PROCEEDS.

The Silver Bay proceeds from the Wellesley May Day celebration amounted to approximately $250.

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ALUMNÆ DEPARTMENT.

ENGAGEMENTS.

'13. Helen Grueby Bates to Russell Perrin Wise, Tufts, 1911, of West Newton, Mass.

'15. Harriet Colony Perkins, formerly of 1915, to William Brown Clarkson of Newton, Mass.

MARRIAGES.

'05. Strange—Trovillo. Bessie Trovillo to Edward H. Strange.

'09. Luberger—Pinney. On May 5, 1915, at Cedar Rapids, Iowa, Ruth F. Pinney to Charles F. Luberger.

'10. Dyar—Kasten. On May 4, 1915, at Kenilworth, Ill., Marie L. Kasten to Hugh H. Dyar of Cleveland, Ohio.

'11. Lewis—Baker. On April 30, 1915, in Washington, D. C., Effie K. Baker to Richard W. Lewis.

BIRTHS.

On May 5, 1915, at Wellesley Hills, Mass., a son to Dr. and Mrs. S. Monroe Graves.

'04. On April 29, 1915, at Alexandria, Va., a daughter, Barbara, the second child, to Mrs. Harry B. Caton (Adele Ogden).

'04. On March 23, 1915, in Philadelphia, a second daughter (the third child), Jane Boone, to Mrs. George Rex Camp (Ethel B. Doak).

'07. On May 2, 1915, in New York City, a son, the third child, to Mrs. Louis J. Halle (Rita Sulzbacher).

'07. On February 21, 1915, at Lindon, Colo., a son, Martin Leland, to Mrs. Roy L. Hildreth (Rosana Bucher).

'09. On March 11, 1915, in Trenton, N. J., a daughter, Esther King, to Mrs. Cecil K. Blanchard (Edna Wood).

'10. On May 2, 1915, in Detroit, Mich., a son, Donald Miller, to Mrs. Oren J. Anderson (Helen Bulkley).

'10. On April 19, 1915, in Detroit, Mich., a son, Lawrence Wilber, to Mrs. Edgar L. Bailey (Margaret H. Wilber).

'11. On March 22, 1915, in Schenectady, N. Y., a son, Firman, to Mrs. Lewis F. Church (Marguerite P. Brick).

'12. On April 26, 1915, in Slingerlands, N. Y., a son, John Charest, 2d, to Mrs. Charest Thibaut (Mildred Winship).

'13. On April 29, 1915, in New York City, a son, Giles Franklin, to Mrs. Frank H. Filley (Mary Colt).

DEATHS.

At Caldwell, N. J., on March 16, 1915, George W. Andrews, brother of Grace A. Andrews, 1899.

At West Newton, Mass., on March 28, 1915, Mrs. Mary T. Rowe, mother of Alice H. Rowe, 1900.

CHANGES OF ADDRESS.

'95. Mrs. Archibald M. O'Brien (Helen James), to 215 Vassar Ave., Swarthmore, Pa.

'95. Mrs. Cora Davis Farrar (Cora Davis, 1891-92), to 54 Harrison Ave., Northampton, Mass.

'96. Ada Marshall Belfield, to 4841 Dorchester Ave., Chicago.

'97. Mrs. Edith Dudley Cole, to Washington St., Wellesley Hills, Mass.

'04. Anna M. Scott, to 129 East Cliveden Ave., Mt. Airy, Germantown, Pa.

'05. Mrs. Edward H. Strange (Bessie Trovillo), to Rhubina Rd., Rhubina Fields, Cardiff, Wales.

'05. Mrs. Herbert J. French (Myrtle S. Goodman), to 2775 East 1st St., Long Beach, Calif.

'06. Mrs. Clifford Burton (Theresa Murrell), to 2910 Forest Ave., Kansas City, Mo.

'06. Mrs. Earle G. Childs (Mildred E. Cadmus, 1902-03), to The Leavenworth, Syracuse, N. Y.

'09. Mrs. R. L. Paddock (Sue Annin) to Amenia Union, New York.

'09. Mrs. Charles F. Luberger (Ruth F. Pinney), to 1238 Fourth Ave., Cedar Rapids, Iowa (after July 15).

'10. Mrs. Edgar L. Bailey (Margaret H. Wilber), to 204 Pingree St., Detroit, Mich.

'10. Mrs. Hugh H. Dyar (Marie L. Kasten), to 1778 Crawford Rd., Cleveland, Ohio (after June 1).

'10. Mrs. E. B. Rowe (Marion Howlett, 1906-07), to 13679 Terrace Road, E. Cleveland, Ohio.

'10. Mrs. Arthur Yates (Dorothy Hazeltine), to 1007 Redfern St., Victoria, B. C., Canada.

'11. Gertrude R. Rugg to 35 Somerset St., Worcester, Mass.

'11. Mrs. George W. Gray (Ada Bruner), to 8 Appleton St., Watertown, Mass.

'11. Mrs. Richard W. Lewis (Effie K. Baker), to 261 Genesee St., Utica, N. Y. (after June 15).

'12. Mrs. H. C. Houghton, Jr. (Dorothy Deemer), to Red Oak, Iowa.

FACULTY NOTES.

In "The New Poetry Series," published by Houghton Mifflin Company, appears a volume "War Poems," by Josephine Preston Peabody (Mrs. Lionel Marks), formerly in the Department of English Literature. The poems present "War and the war spirit considered from the various points of view."

"The Dean of Women," by Lois K. Matthews, formerly in the Department of History, and now Assistant Professor of History and Dean of Women at the University of Wisconsin, is "a study of the duties and problems of the dean of women in women's colleges and co-educational institutions," published by Houghton, Mifflin Company.

Mrs. Jesse K. Flanders (Harriet Noyes Randall, M. D.), a member of the gymnasium staff at various times from 1894 to 1912, writes from Las Cruces, New Mexico, where she is well and very "happy with a large family of wee chickens, kittens and puppies."

Miss Young, Professor of Astronomy at Mt. Holyoke College, spent a week-end at Observatory House. Professor Whiting gave a reception for her at which she spoke most delightfully on Variable Stars.

In the Riverside Educational Monographs, issued by Houghton Mifflin, appears "Trades and Professions," by George Herbert Palmer, "an appeal for the improvement of the material condition of teachers and a larger recognition of the dignity and obligations of the profession."

THE LIFE OF SAMUEL BILLINGS CAPEN.

"Samuel Billings Capen: His Life and Work," by Chauncy J. Hawkins (Pilgrim Press, Boston), is a volume of interest to Wellesley women mindful of the debt of the College to one who served it so admirably as President of the Board of Trustees. The volume contains a record of Dr. Capen's life and personality, and of his activities in connection with the Boston School Committee and the Municipal League, with the Congregational Church, the American Board, the Mohonk Peace Conference, as well as with Wellesley College and other educational institutions.

NEWS NOTES.

'90. Mary Barrows, of the Whitcomb and Barrows Publicity Co., spoke on March 29 at the fifth vocational conference held at Radcliffe College, on Journalism, discussing newspaper, magazine and publishing house work.

'92. "Readings from American Literature," edited by Mary E. Calhoun and Emma L. MacAlarney, an anthology of prose and verse from colonial days through the later national period, is published by Ginn & Co. The "Nation" says of it: "Pretty nearly the best of its kind which has been put out."

'92. Dr. Mary Alice Emerson of Boston University is giving a series of lectures on "The Art of Writing Plays," at the Woman's City Club, under the auspices of the Boston Playwriters' Club. Each member of the class submits a play of her own for criticism and discussion by the class in the hour following the lecture.

'93. Adelaide Smith is to open her house in Berkeley, Calif., to summer visitors to the Exposition, and all Wellesley people will be most hospitably entertained at reasonable rates.

'94. Stella M. Osgood is studying at Boston University this year for her Master's Degree in Latin and History.

'96. Mrs. Harry Lockwood (Mary Chase), has returned from her winter in Bermuda and is now at the Wiscasset Bungalows, Mount Pocono, Pa.

'98. Cedelia May Cox, '94-'95, will reopen her summer school for singers this year at her country home, Sylva-of-the-Pines, Intervale, N. H.

'00. "Early English Hero Tales," by Jeannette Marks, is published by Harper's as the first volume in a new series of English masterpieces told for young readers. Her "Vacation Camping for Girls" is published by Appleton.

'02. Ethel Putney received in February her commission as missionary of the American Board. She is to teach in the Gedek-Pasha School in Constantinople, and will begin her work as soon after June as conditions permit.

'02. On the evening of April 26, the officers of the State Industrial School at Lancaster, Mass., observed the fifth anniversary of the coming to the school of Amy Ford Everall, the superintendent, with a reception and dance. Mrs. Everall was the recipient of gifts, flowers and good wishes from trustees and other friends connected with the school.

'02. Jessica J. Haskell recently won of one the prizes offered by the "Lewiston Journal" to the club women of Maine for the best essays on historical subjects.

'03. Elisabeth Bass recently visited Wellesley. She is busy with arrangements for the re-opening of her successful camp at Wilton, Maine.

'04. Addie E. Flanders is head of the Latin Department in the Julia Richmond High School, New York City.

'05. Mrs. Jay H. Frizzell (Edna Holmes), has been substituting in the Hallowell High School, Lewiston, Maine, and is now principal of the Winterport, Maine High School. Her husband is a senior in Bangor Law School.

'08. Marguerite MacIntosh has a studio at 101 Newbury St., Boston. She has been engaged in a considerable amount of concert work throughout New England, and sang on May 2, at musical vespers at the Houghton Memorial Chapel, giving great delight to those attending the service.

'10. Among the bridesmaids at the wedding of Marie L. Kasten were Ruth L. Blacker, Harriet R. Blodgett, Virginia Daniell and Anne Gilmore, all of 1910. The color scheme carried out the 1910

violet, and the Wellesley and Wisconsin Alma Maters were played preceding the Lohengrin.

'11. Eunice Chandler substituted for several weeks this spring at the Tenacre School, Wellesley.

'13. Helen E. Farrar is assistant in the kindergarten of the Alice Phillips School, Wellesley Hills.

'13. Constance Buell is teaching chemistry and German in the Stoughton, Mass., High School.

SECOND PERFORMANCE OF THE SENIOR PLAY.

When the notices for Commencement were sent to the Alumnæ, it was not known that a second performance of the Senior play could be given in Commencement week in addition to the performance on Friday evening, June 11. This additional performance will take place on Saturday evening, June 12, and will doubtless be more conveniently attended by many Alumnæ than the performance on Friday could be. Those wishing tickets are reminded that they should apply to Miss Margaret Weed, Wood Cottage, before May 20.

WELLESLEY CLUBS.

On Saturday, March 27, the Rochester Wellesley Club held its spring meeting. There were forty at the luncheon, including a large number of undergraduate guests. Miss Linda Puffer read her report of the last session of the Graduate Council and Miss Edith Ryder, who with Mrs. William B. Hale formed the committee, led in the singing of Wellesley songs.

DOROTHY MCCAULEY,
Secretary.

On March 25, the Kansas City Wellesley Club held its annual spring meeting, which was a well-attended and enthusiastic one. The councillor, Miss Barstow, just back from Wellesley, gave a most interesting report on the council meeting and on conditions at College. Then Miss Mary Rockwell, also just returned from the scene of action, told of the plans for buildings, and showed a diagram of the new building, and its position relative to that of College Hall.

On April 20, the club had a special meeting, chiefly for the purpose of planning a picture show and reception to be given on May 6, using the now famous Wellesley film. The guests will be largely high school girls, among whom the club is trying to stir up more enthusiasm for college in general and Wellesley in particular.

The Baltimore Wellesley Club held its annual meeting at the home of its president, Mrs. Miller, on Saturday evening, May 1. Only seven members were present. The letters from the Alumnæ Committee were read and discussed, as well as all items of Wellesley news obtainable. Miss Maria Baldwin, '91, was chosen president for the coming year. The club is not large enough for representation on the Graduate Council and the organization is informal, the president being also secretary and treasurer.

MARY SEARLE, '87.

A meeting of the Cleveland Wellesley Club was held on Thursday, March 18, at the College Club House, the president, Mrs. Charles H. Stanley, in the chair. Mrs. Homer Johnson, Cleveland delegate to the Graduate Council, spoke very fully and entertainingly of the work of the Council held January 30 to February 1. Miss Belle Sherwin, a member of the Committee of Alumnæ and Faculty appointed to confer with the Trustees in regard to Wellesley's new buildings, supplemented Mrs. Johnson's report concerning this committee.

In accordance wih the suggestion made by the Wellesley Clubs Committee of the Council, that all clubs hold their annual meetings and elections of officers in the spring, it was voted to make this our annual meeting and to have the officers elected in December, 1914, continue in office for two years from the date of this March meeting. The present officers are:

President: Mrs. Charles H. Stanley.
Vice-president: Mrs. S. E. Doane.
Secretary-Treasurer: Miss Grace Hatch.
Recording Secretary: Mrs. John P. Phillips.

Signed. DOROTHY G. PHILLIPS,
Recording Secretary.

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